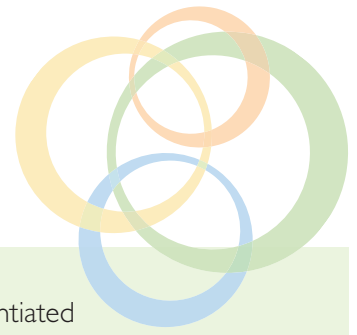


Orange County Public Schools

Recognizing Excellence in Achievement and Professionalism



Project REAP (Recognizing Excellence in Achievement and Professionalism) is a differentiated compensation system for teachers and administrators that will be implemented in the 10 highest need Orange County Public Schools (OCPS) secondary schools. The incentives will be tied to student achievement and will reward individual successes for effective leading. Project REAP has a comprehensive professional development component.

Needs Assessment Results and General Information

OCPS serve a primarily minority student population; 35 percent of students are white; 27 percent are black; 30 percent are Hispanic; 4 percent are Asian/Pacific Islander; and approximately 3 percent represent other racial backgrounds. The three highest need high schools and their seven feeder schools, which include 1,004 teachers and 36 administrators, participate in Project REAP.

Background

REAP's design includes differentiated compensation for teachers and administrators in high-need schools. The compensation system rewards leadership activities, quality teaching, and gains in student achievement. Teachers and administrators who are eligible for the compensation program participate in at least one Harvard University WIDE World Class or one College Board Pre-Advanced Placement or Advanced Placement course, receive a satisfactory or higher rating on an annual assessment of teaching, and have documented gains in student achievement. The district Office of Recruitment uses Teacher Incentive

Funds (TIF) and district resources to recruit teachers through local, state, and national venues.

Additionally, the grant supports a teacher recruiter. In the 2005-06 school year, the district redesigned its Recruitment Advisory Committee so that it now includes teachers, administrators, and personnel from human resources. The committee expanded recruitment trips to geographical areas that had a surplus of teacher candidates and areas with a concentration of Spanish-speaking candidates. The school district partnered with the Central Florida Hotel & Lodging Association to help newly hired teachers relocate. The district also expanded its recruitment efforts to Teachers-Teachers.com, a web-based organization that provides access to a database of more than 100,000 teacher candidates.

Incentives

Project REAP is a differentiated compensation system for teachers and administrators that has been implemented in the 10 highest need OCPS secondary schools. The incentives will be tied to student achievement, rewarding individual successes for effective leading, teaching, and student learning.

Location(s)	Orange County, Florida
Award Date	June 2007
Duration	5 years
Partners	Harvard Graduate School of Education WIDE World, Stetson University Educational Leadership Program

Incentive pay will be awarded annually to teachers—up to \$4,000 per year—and administrators—up to \$5,000 per year—based on increasing levels of improved student achievement as measured by test data at the classroom and school levels.

Evaluation

An external evaluator uses a mixed method approach to evaluate the REAP program. Qualitative and quantitative data are obtained monthly from multiple sources, including, but not limited to, human resources, OCPS Online Data Access Network, Instructional Technology Department, and WIDE World evaluators. This provides an opportunity to conduct formative and summative evaluations of the program.

Resources

OCPS will share the costs of Project REAP over the 5-year project period through a declining funding model leading to funding 75 percent of project costs by year 5. Cost sharing will be met with OCPS general funds and entitlement dollars (such as Title I and Title II).

Data Systems

The OCPS Department of Accountability, Assessment and Research is responsible for the integrity of the student achievement data collection. Project REAP relies primarily on student achievement data. The project aligns well with the highly

refined OCPS assessment procedures and data collection measures currently in place. The Department of Accountability, Assessment and Research is responsible for all district accountability reports.

Year 2 Activities

The second year of the grant was a very successful one. Ninety-two percent of the teachers and administrators participating in the grant received monies. A total of 99 percent of the TIF teachers stated that the TIF professional development had a positive impact on their teaching. Teachers received professional development through online courses, week-long conferences, as well as local training. Over 44,000 in-service points have been awarded to teachers since the grant began. As of August 2009, 925 teachers and 36 administrators received incentive fund dollars from years 1 and 2 of the TIF grant—totaling \$3,663,000.

Outlook for Year 3

One goal for year 3 is to increase the number of teachers and administrators participating in the TIF grant at each of the 10 schools through the completion of highly effective professional development courses. Another goal is to increase the number of online courses and local professional development opportunities available. The third goal is to increase the number of teachers and administrators receiving monies based upon increased student achievement.